

Biology

IMMACULATE CONCEPTION HIGH SCHOOL

GRADE 9 BIOLOGY TERM PLAN

**2019– 2020**

**SUMMER TERM**

**APRIL 22-JUNE 11 (2020)**

		<b>THEORY</b>	<b>COURSEWORK/QUIZ</b>
<b>APRIL</b>			
<b>22-24</b>	<b>WEEK 1</b>  <b>2 Sessions</b>	<p><b>NERVOUS SYSTEM-</b></p> <ul style="list-style-type: none"> <li>▪ Deduce the importance of responding to changes in the environment</li> <li>▪ State that each sense organ contains sensory / receptor cells that detect a specific type of stimulus.</li> <li>▪ Introduction to the nervous system</li> <li>▪ Functions of the nervous systems</li> <li>▪ Name the parts of the nervous system and state their functions: <ul style="list-style-type: none"> <li>- Central nervous system(CNS)- brain and spinal cord</li> <li>- Peripheral nervous system (PNS)- nerves</li> </ul> </li> <li>▪ Describe how sense organs are connected by nerves to the CNS</li> </ul>	
<b>MAY</b>			

27- MAY 1	<b>WEEK 2</b> <b>2 Sessions</b>	<ul style="list-style-type: none"> <li>▪ The parts of the CNS – brain and spinal cord</li> <li>▪ Parts and function of the brain - 3 main divisions- cerebrum, cerebellum, medulla oblongata</li> <li>▪ How the brain works</li> </ul>	
4 - 8	<b>WEEK 3</b> <b>2 Sessions</b>	<ul style="list-style-type: none"> <li>▪ What is a neuron</li> <li>▪ Types of neurons- sensory, motor and relay neurons.</li> <li>▪ Structure and function of sensory, motor and relay neurons.</li> </ul>	<p><b>C.W#1:</b> Students will make a song/ model/ video/ powerpoint/ et cetera on either</p> <p>- the parts of the brain and their functions</p> <p style="text-align: center;">OR</p> <p>- the three types of neurons and the importance of each</p>
11-15	<b>WEEK 4</b> <b>2 sessions</b>	<ul style="list-style-type: none"> <li>▪ Reflex arc and reflex actions with examples</li> <li>▪ Importance of reflex actions</li> </ul>	<p><b>ONLINE QUIZ on Nervous system</b></p> <p>Students should use material found at home such as yarn, pipe cleaners, beads, string etc. to create a model of the reflex arc.</p>
18-22	<b>WEEK 5</b> <b>2 sessions</b>	<p>ENDOCRINE SYSTEM-</p> <ul style="list-style-type: none"> <li>▪ Introduction to the endocrine system</li> </ul>	

		<ul style="list-style-type: none"> <li>▪ Functions of the endocrine system</li> <li>▪ Parts of the endocrine system and their function- glands and hormones</li> <li>▪ Compare the functions of the nervous system to the functions of the endocrine system</li> </ul>	
25-29	<b>WEEK 6</b> <b>2 sessions</b>	<ul style="list-style-type: none"> <li>▪ Glands, their location, hormones they produce and their importance in maintaining the internal environment- <i>Pituitary gland, thyroid gland, pancreas</i></li> </ul>	<b>C.W. #2</b> -Students will create a chart with the outline of the human body and during the learning process they will label and annotate the parts of the endocrine system
<b>JUNE</b>			
1-5	<b>WEEK 7</b> <b>2 sessions</b>	<ul style="list-style-type: none"> <li>▪ Glands, their location, hormones they produce and their importance in maintaining the internal environment- <i>adrenal gland, ovaries, testes</i></li> <li>▪ Comparison of the nervous system to the endocrine system</li> </ul>	
8-11	<b>WEEK 8</b> <b>2 Sessions</b>	<ul style="list-style-type: none"> <li>▪ Outline the normal and abnormal functioning of hormones.</li> <li>▪ REVISION FOR END OF YEAR EXAM</li> </ul>	<b>ONLINE QUIZ</b> on the endocrine system and comparison of endocrine and nervous systems

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